

Grammar Gets an Odd Job



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

PET-FOOD TASTER

If your dog refuses to eat his fancy new dog food, you can **imply/infer** that he doesn't like it. But why doesn't he like it? It's hard to know—which is why pet-food manufacturers employ people, not animals, to test their products. Pet-food tasters evaluate the flavor, texture, and smell of pet food. Luckily, they don't have to swallow the stuff—they just chew and spit.

BREATH EVALUATOR

Your friend leans in to tell you something and *oof!* You hand her a mint. Your friend will likely **imply/infer** that she has a case of bad breath. If the mint works, you can thank a breath-odor evaluator. These brave men and women work for companies that make mints, gum, mouthwash, and other breath-freshening products. Their job is to take a whiff of someone's breath and give it a score—for example from 1 (repulsive) to 9 (just fine)—before and after the person uses the product being tested. You can **imply/infer** that this job takes a strong stomach!

SNAKE MILKER

Snakes do not produce milk, despite what the job title "snake milker" **implies/infers**. To "milk" a snake is to collect its venom. How? You grab the snake's head and hold it up to the edge of a jar. The snake will bite the jar, and its thick, yellow venom will shoot inside. The collected venom is used to make medicine—including antivenin, a treatment for venomous bites and stings. Given that some snake bites can be deadly, it's important that hospitals keep **plenty** of antivenin on hand. As you may have **implied/inferred**,

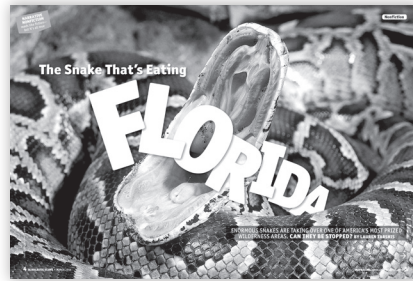
milking snakes is dangerous and requires great skill. Do not try this at home!

ANSWERS TO ACTIVITY SHEET

IMPLY VS. INFER

1. implying
2. inferred
3. infer
4. Implying
5. implies
6. inferred
7. implied
8. inferred
9. inferred
10. implying
11. inferred
12. Answers will vary.

“The Snake That’s Eating Florida”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 11

Answers will vary. Here is a sample response:

Invasive species are a problem because they disrupt ecosystems. They prey on native species, eat the food that native species depend on, and destroy crops. However, these problems are being solved in some creative ways.

In Australia, for example, sheepdogs were used to protect the penguins that were being eaten by invasive red foxes (p. 11). In Florida, the state’s Fish and Wildlife Conservation Commission began organizing competitions in which hunters compete to catch Burmese pythons in the Everglades as part of an overall effort to trap and kill the invasive snakes. Also, a ban on importing pythons has been put in place to try to prevent more pythons from being purchased and then released into the wild (p. 10). To deal with the problem posed by invasive Asian carp in Mississippi and Illinois, experts are promoting carp as food for humans. To get the invasive starling problem across the country under control, experts have tried itching powder, electrical wires, poison, and fireworks. To control invasive medflies, also throughout the U.S., a monitoring program is in place; when the flies are discovered, a quarantine is activated. And in Texas, the government tries to keep the invasive wild hog population under control by allowing the hogs to be hunted and sold as meat (pp. 8-9).

ANSWERS TO ACTIVITY SHEETS

SYNTHESIS

Answers will vary. Here is a sample response:

- Problem:** Invasive species prey on native species and can threaten the native species’ survival.

Solution: In Australia, they began using sheepdogs to protect the penguins that were being eaten by red foxes. In Florida, the Florida Fish and Wildlife Conservation Commission began organizing Python Challenges: month-long competitions in which hunters compete to catch Burmese pythons. The National Park Service is trapping and killing snakes. A ban on importing pythons has been put in place to try to prevent more pythons from being purchased and then released into the wild.

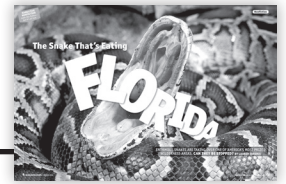
Source: all three texts
- Problem:** If an invasive species eats all of the food that a native species depends on, that native species may starve.

Solution: To deal with the problem posed by invasive carp in Mississippi and Illinois, experts are promoting carp as food for humans.

Source: “A Gallery of Invaders”
- Problem:** Invasive species (like the starling, the medfly, and the wild pig) can destroy crops.

Solution: To get the starling problem under control, experts have tried itching powder, electrical wires, poison, and fireworks. Monitoring programs combined with quarantines are used control the medfly problem. To control the wild hog population in Texas, the government allows the animals to be hunted and sold.

Source: “A Gallery of Invaders”



"The Snake That's Eating Florida" cont'd

"THE SNAKE THAT'S EATING FLORIDA"

CLOSE-READING QUESTIONS

1. Lauren Tarshis may have started her story this way to help the reader appreciate the beauty and value of the Everglades. This description also enables her to contrast the idyllic environment of the park with the violent, unsettling scene of the python-alligator battle. The juxtaposition reflects the ways in which pythons are upsetting the ecosystem.
2. A python grows quickly to an enormous size and has a big appetite for living food.
3. The image supports the idea that pythons are difficult to find because of their camouflage—that is, their ability to blend in with their surroundings.
4. A fragile ecosystem is an environment that is sensitive to change—meaning it can easily be destroyed or altered.
5. Unlike the other invasive species, the medfly problem is relatively under control, thanks to the monitoring and quarantine system in place.

"THE SNAKE THAT'S EATING FLORIDA"

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students will likely say yes, because today the python problem has spiraled out of control. The estimated 100,000 snakes now living in the park threaten the animals that live there, including protected and endangered species.
2. Answers will vary. Students may say that humans have a responsibility to help preserve and maintain wild places like the Everglades because human activity has such a big—often negative—impact on the environment. Students may also say that we have a responsibility to take care of wild places so that future generations can continue to visit them, study them, and enjoy their beauty.

"SHEEPDOGS TO THE RESCUE"

CLOSE-READING QUESTIONS

1. The sentence means that Australia has had many instances of invasive species harming wildlife, and that the killing of the little penguins was the most recent.
2. The section explains how red foxes came to Australia and how the foxes have affected the little-penguin

population there. The section also reveals the solution to the little-penguin crisis.

"SHEEPDOGS TO THE RESCUE"

CRITICAL-THINKING QUESTION

1. Answers will vary. Students will likely say that humans are often the reason that a species arrives in a new ecosystem, whether accidentally, as in the case of the medfly, or intentionally, as in the case of the Burmese python.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Higher Level (HL)

Answers will vary but should be similar to the following:

1. The photograph shows a huge snake with its mouth stretched wide open. It looks like it could spring right off the page and eat the reader.
2. The first image on pages 6-7 is a very graphic photo of what happened when a snake and alligator engaged in battle. The image on page 7 shows the camouflage of a Burmese python. It's difficult to see the snake against the leaves. There is also a map that shows readers exactly what parts of the United States have a climate similar to the Burmese python's natural habitat in Asia.
3. The image on page 10 shows several people holding an enormous python.
4. I think this article will be about snakes that have invaded a wilderness area and are causing problems there.
5. The author creates drama by shifting the mood from idyllic to disturbing. The beginning of the section describes the peace and beauty of the Everglades using words and phrases like "golden grass," "songs of frogs," "majestic," and "graceful." The mood shifts with the line "As it turned out, the visitors were about to see something more unusual—and horrifying—than they could have imagined." Suddenly the visitors are witnessing a death match between an alligator and a python. The author shifts from describing a lovely day in the Everglades to a violent battle.
6. The author's description of the snakes finding the Everglades to be a perfect climate creates a mood of unease. It is unsettling to know that the snakes are



“The Snake That’s Eating Florida” cont’d

thriving in an environment that they should not be living in.

7. The author describes the effect Hurricane Andrew may have ultimately had on the ecosystem of the Everglades.
8. Because the ranger uses the word *war*, I can infer that the ranger feels the pythons are attacking the Everglades, and that he considers the pythons to be an enemy that needs to be dealt with aggressively.
9. **A.** have control over
B. If the author had used another word or phrase such as *have taken over*, the sentence would not have the same impact. The word *dominate* suggests an intense or ferocious quality.
10. Central idea: Invasive species can be very harmful to the environments in which they live. (Answers may vary.)
11. The Everglades National Park in Florida is being overrun by Burmese pythons. These snakes are an invasive species, meaning they are not native to the area and are upsetting the ecosystem. The snakes are breeding in large numbers and preying upon many protected and endangered animals in the park. It is difficult to count and catch these pythons because of their camouflage. The park service has encouraged people to hunt Burmese pythons, but that doesn’t seem to be making a dent in the snake population. Some scientists predict Burmese pythons will one day live in one third of the United States.

READ, THINK, EXPLAIN:

IDENTIFYING NONFICTION ELEMENTS

*Lower Level (LL)

Answers will vary but should be similar to the following:

1. The photograph shows a huge snake with its mouth stretched wide open. It looks like it could spring right off the page and eat the reader.
2. The first image on pages 6-7 is a very graphic photo of what happened when a snake and alligator engaged in battle. The image on page 7 shows the camouflage of a Burmese python. It’s difficult to see the snake against the leaves. There is also a map that shows readers exactly what parts of the United States have a climate similar to the Burmese python’s natural habitat in Asia.
3. The image on page 10 shows several people holding an enormous python.

4. I think this article will be about snakes that have invaded a wilderness area and are causing problems there.
5. C
6. concerned
7. **A.** Effect: Many of Hawaii’s native species became endangered.
B. Cause: Many people who purchase baby pythons regret their purchases once the snakes grow up.
Effect: Many people set their pythons loose in the wild.
8. Because the ranger uses the word *war*, I can infer that the ranger feels the pythons are attacking the Everglades, and that he considers the pythons to be an enemy that needs to be dealt with aggressively.
9. **A.** very serious
B. The sentence would not have the same dramatic impact. The word *grave* conveys a feeling of death and doom.
10. Students should cross out detail #2.
11. Details #1, #3, and #4 provide examples that show how an invasive species can be very harmful to the environment; detail #2 does not provide an example or other additional information to show that invasive species can be harmful to their environments.
12. Students should draw lines through #3, #4, and #6.

“THE SNAKE THAT’S EATING FLORIDA” QUIZ

*Higher Level (HL)

1. D (central ideas; R.2)
2. B (text features; R. 7)
3. C (text features; R.7)
4. D (vocabulary; R.4)
5. A (craft and structure; R.5)
6. D (summarizing; R.2)
7. Answers will vary, but should be similar to: From “Sheepdogs to the Rescue,” you can conclude that Swampy Marsh is perceptive, creative, and caring. While keeping watch over his chickens, Marsh noticed his neighbor’s dog barking and realized that the dog was scaring the foxes away. This shows that Marsh is perceptive. Marsh then used this realization in a creative way by suggesting that sheepdogs be employed to scare away the foxes that were killing the penguins on Middle Island. You can infer that Marsh is a caring



"The Snake That's Eating Florida" cont'd

person because he was concerned about the dwindling population of little penguins on the island. (inference, character, supporting claims; R.1, W.1)

8. Humans have contributed to the problem of invasive species throughout history by transporting species from their native habitats to new locations. Humans have introduced some invasive species on purpose and some by accident. The mongoose is an example of a purposeful introduction of an invasive species. As Lauren Tarshis explains on page 8, in 1883, people brought 73 mongooses from Jamaica to Hawaii to kill rats that were destroying sugarcane fields. The mongooses did not solve the rat problem, however—and what's worse, the mongooses preyed on native species to the point where many became endangered. Another example of humans deliberately introducing an invasive species can be found in the article "Sheepdogs to the Rescue," which explains that in the 1800s, red foxes were imported to Australia's Middle Island so that people could hunt them for sport. The foxes preyed on the island's penguins, causing them to almost disappear. The medfly, on the other hand, provides an example of humans introducing an invasive species by accident. As the chart "A Gallery of Invaders" explains, these insects came to the U.S. from sub-Saharan Africa in the 1920s. The flies were hidden inside fruit that people were importing. The flies feed on 250 kinds of fruit and are "a nightmare for farmers" (p. 9).

"THE SNAKE THAT'S EATING FLORIDA" QUIZ

*Lower Level (LL)

1. D (central ideas; R.2)
2. B (text structure; R.5)
3. C (text structure; R.5)
4. D (reading for information; R.1)
5. A (vocabulary in context; R.4)
6. D (summarizing; R.2)
7. The invasion of pythons in the Everglades is "an environmental crisis" because the pythons are breeding rapidly and threatening the lives of other species in the Everglades' fragile ecosystem. Lauren Tarshis explains that a female python can lay up to 100 eggs at a time, which means that a lot of the snakes are being born—and while rodents do eat python eggs, the pythons that make it to adulthood are "the kings and queens of the Everglades,"

as Tarshis puts it—meaning that they have no natural predators (p. 8). The snakes have enormous appetites and are eating large quantities of reptiles, bird eggs, and large mammals (p. 8). (central ideas and details, writing informative/explanatory texts; R.2, W.2)

8. Humans have contributed to the problem of invasive species throughout history by transporting species from their native habitats to new locations. Humans have introduced some invasive species on purpose and some by accident. The mongoose is an example of a purposeful introduction of an invasive species. As Lauren Tarshis explains on page 8, in 1883, people brought 73 mongooses from Jamaica to Hawaii to kill rats that were destroying sugarcane fields. The mongooses did not solve the rat problem, however—and what's worse, the mongooses preyed on native species to the point where many became endangered. Another example of humans deliberately introducing an invasive species can be found in the article "Sheepdogs to the Rescue," which explains that in the 1800s, red foxes were imported to Australia's Middle Island so that people could hunt them for sport. The foxes preyed on the island's penguins, causing them to almost disappear. The medfly, on the other hand, provides an example of humans introducing an invasive species by accident. As the chart "A Gallery of Invaders" explains, these insects came to the U.S. from sub-Saharan Africa in the 1920s. The flies were hidden inside fruit that people were importing. The flies feed on 250 kinds of fruit and are "a nightmare for farmers" (p. 9).

"THE SNAKE THAT'S EATING FLORIDA" VOCABULARY

1. B
2. A
3. C
4. B

Answers to questions 5-8 will vary. The following are sample answers only:

5. . . . can't manage to get an appointment with him and he won't reply to her emails.
6. . . . said Angela always puts her teammates before herself, never missed a practice, and was someone everyone knew they could count on.
7. . . . lizards.
8. . . . made him think about animals in a whole new way.



"The Snake That's Eating Florida" cont'd

CORE SKILLS WORKOUT: EXPLORING TEXT FEATURES

Answers will vary but should be similar to the following:

1. The mood created by the close-up image of the huge snake and its open mouth, along with the dramatic headline, is nightmarish. It looks like the snake is swallowing the word "Florida," and may come off the page and attack the reader.
2. The editors may have chosen this picture because it shows clearly not just how big these snakes are, but also how bold they are in terms of going after large prey.
3. The map on p. 7 shows readers exactly what parts of the United States have a climate that is similar to the Burmese python's natural habitat in Asia. The implication is that Burmese pythons could potentially survive and thrive in these other areas, as they are currently doing in Florida.
4. The photograph of the snake hidden in leaves supports the author's statement that it is "nearly impossible" to know just how many Burmese pythons are in Everglades National Park because they camouflage themselves so well. It also supports the idea in the article that catching pythons is challenging because they are so hard to spot.
5. The "Gallery of Invaders" chart on pages 8–9 calls attention to four other invasive species currently in the United States, explaining how they got here, what problems they're causing, and what solutions experts have tried with or without success.

CORE SKILLS WORKOUT: TEXT EVIDENCE—HL

1. A. B
B. A
C. C
2. A; I chose A because it gives an example how the Burmese python is damaging the Everglades' ecosystem: by preying on protected and endangered species.
3. B, C, and E; Evidence A does not support the statement because it doesn't address the idea that sheepdogs are excellent protectors.
4. B is correct. A plops the quotes into the paragraph without making it clear how they relate to the topic sentence. Also, there are no page numbers cited in A. C is done well but uses paraphrases, not direct quotations.
5. A is correct. In B, the article is not mentioned as the source of the information. In C, the information from the

article is not well-integrated into the paragraph.

6. Invasive species are a problem because they can disrupt ecosystems and lead to the disappearance of native species. One example where this is happening is in Florida's Everglades, where, writes Lauren Tarshis, an increasing number of invasive Burmese pythons " . . . threaten many kinds of animals, including protected and endangered species" (p. 8). Tarshis compares what is happening in Florida to another example of an invasive species horribly disrupting an ecosystem. She explains that in Hawaii, invasive mongooses have killed so many of the native birds that in some places where birds were once plentiful, there are now almost none (p. 8). (Answers will vary.)

CORE SKILLS WORKOUT: TEXT EVIDENCE—LL

1. B, C
2. C; I chose C because it gives examples of how the Burmese python harms the Everglades' ecosystem.
3. Answers may include: "In 2013, the Florida Fish and Wildlife Conservation Commission began organizing Python Challenges—a month-long competition in which hunters compete to catch Burmese pythons."
4. Sheepdogs are excellent protectors. (Answers will vary.)

CORE SKILLS WORKOUT: SUMMARIZING—HL

1. The article is mainly about the large number of Burmese pythons living in the Everglades National Park. The Burmese pythons are an invasive species, which means they are not native to the area, and are threatening the Everglades' ecosystem by eating protected and endangered animals.
2. The difficulties are that the snakes are breeding in large numbers. They are difficult to find and catch because they camouflage themselves so well.
3. The National Park Service has hired scientists to track and kill the pythons. The Florida Fish and Wildlife Conservation Commission has asked Floridians to report all python sightings and began organizing Python challenges—month-long competitions in which hunters compete to catch Burmese pythons. A ban on the import of Burmese pythons to Florida was also put in place.
4. Some scientists think that pythons may one day inhabit one third of the U.S., and that the snakes might even

section continues >>



“The Snake That’s Eating Florida” cont’d

make it all the way to New York City by 2100. Others are skeptical about this.

5. There are 4,300 invasive species in the United States, and more are reported each year. (Answers will vary.)

Sample summary:

Everglades National Park in Florida is being overrun by Burmese pythons. They are an invasive species, meaning they are not native to the area and are upsetting the ecosystem. The snakes are breeding in large numbers and prey upon many protected and endangered animals in the park. It is difficult to count and catch these pythons because they camouflage themselves so well. The park service has encouraged people to hunt Burmese pythons, but that doesn’t seem to be making a dent in the snake population. Some scientists predict Burmese pythons will one day live in one third of the United States.

CORE SKILLS WORKOUT: SUMMARIZING—LL

The Everglades National Park in Florida is currently home to as many as 100,000 Burmese pythons. They are an invasive species, meaning they are not native to the area and are having a negative effect on the ecosystem. These pythons pose a threat because they prey upon many protected and endangered animals in the park. Experts are stumped about how to get rid of them. The snakes are especially difficult to find and catch because they camouflage themselves so well. The park service has encouraged people to hunt Burmese pythons, but that doesn’t seem to be making a dent in the snake population. Some scientists predict Burmese pythons will one day live in one third of the United States.

When Girls Ruled Baseball



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 19

Answers will vary.

ANSWERS TO ACTIVITY SHEETS

WHEN GIRLS RULED BASEBALL CLOSE-READING QUESTIONS

1. Georgia has a powerful fastball; you can infer that she probably practices regularly, which suggests that she is passionate about playing. That she is willing to incur her brother's wrath by using his mitt without asking also shows her passion. When she says, "Dad should have given the mitt to me. I'm the one who loves baseball," you see that she feels frustrated that her dad and her brother don't acknowledge her passion or skill.
2. Frankie says he's upset because Georgia used his mitt; however, it later becomes clear that he's worried about being sent to fight in World War II and is merely taking his feelings out on Georgia.
3. As Historian 2 explains in Scene 1, at that time, women were not taken seriously as athletes. Mr. Baskin held what was a common point of view then—that baseball was for men. The idea of watching women play probably seemed ridiculous to him. He agrees to let Georgia try out because Mrs. Baskin makes him understand how important this opportunity is to Georgia—and that it's a chance for Georgia to find joy in uncertain, difficult times.
4. Mrs. Baskin is pointing out that there are no guarantees in life; after all, Frankie has just come close to dying.

She's saying that Georgia should grab her big chance while she can, because she might not get another.

5. At the end of Scene 1, Frankie tells Georgia, "Real girls don't play in the dirt." You can infer that Frankie told DiMaggio about this remark and that DiMaggio is making a reference to it. DiMaggio is conveying both his and Frankie's respect and admiration for Georgia's achievements.

WHEN GIRLS RULED BASEBALL CRITICAL-THINKING QUESTIONS

1. Using a fictional main character gives the writer more freedom to invent details and dialogue, and allows the writer to easily weave into the story all of the elements that he or she is interested in including.
2. At various points in the play, the mitt symbolizes respect, encouragement, and love. Mr. Baskin stands in the rain to get the mitt signed for Frankie; in this way, the mitt becomes a symbol of Mr. Baskin's love for his son. It is also a symbol of Mr. Baskin's belief about who should (boys) and shouldn't (girls) play baseball, because he gives the mitt to Frankie rather than to Georgia. When Frankie is off at war and Georgia sends him the mitt, it is a symbol of her love and concern for her brother: She values the mitt and wants it to bring Frankie good luck. When Georgia gets the mitt back from Frankie with the new message from Joe DiMaggio, the mitt symbolizes her brother's, as well as DiMaggio's, respect for Georgia as a baseball player.

WHEN GIRLS RULED BASEBALL LITERARY ELEMENTS

Characters

1. **A.** major; Georgia Baskin is a 14-year-old girl who

section continues >>



When Girls Ruled Baseball cont'd

becomes one of the first professional female baseball players. She is a dynamic character because she overcomes challenges to realize her dream.

B. minor; Mr. Baskin is Georgia's father. He is a dynamic character because he is initially opposed to Georgia playing baseball but later comes to support her.

C. Answers will vary. Sample answer:

Sophie Kurys; minor; She is a baseball player who makes it on to the Racine Belles along with Georgia. She is a static character because she does not undergo any significant internal change.

2. At the beginning of the play, Georgia and Frankie seem to have a somewhat quarrelsome or adversarial relationship. Georgia uses Frankie's autographed mitt without his permission, though she knows he doesn't like her using it. Sure enough, when Frankie sees her playing with his mitt he is angry and snatches it back. Later, though, it becomes clear that Georgia and Frankie love each other and have a close relationship. In Scene 4, Georgia reveals that she has sent DiMaggio's mitt to Frankie, who is overseas fighting in World War II, because she thinks it might bring him luck. When Georgia is invited to try out for the new women's baseball league, she immediately wants to share the news with her brother (Scene 5); this too suggests that Frankie and Georgia are close. In Scene 6, when Georgia learns that Frankie has been injured, she says without a second thought that she will come home, even though that means giving up her spot on the Racine Belles. Frankie's concern and love for Georgia become clear in the last scene of the play, when he presents Georgia with the baseball mitt, which he had DiMaggio sign a second time. The new autograph, "To Georgia . . . Keep playing in the dirt," implies that Frankie regrets his earlier comment to Georgia that girls shouldn't play baseball.

Setting

3. **A.** The story begins in September 1941 and ends in the summer of 1943. The action takes place in several different settings including the Baskins' home in upstate New York, the office of Philip Wrigley and Wrigley Field in Chicago, and a baseball field in Racine, Wisconsin.
B. World War II
C. From the play, you learn that World War II affected American society in many ways. For one, young men

like Frankie were being sent to fight overseas, creating anxiety for them and for their families back at home. Also, with so many men off at war, there was a shortage of workers. To solve that problem, women stepped into many jobs that had previously been considered for men only. Mrs. Baskin, describing what was happening at that time, tells her husband, "Women are working in factories. Women are building airplanes and ships and guns" (Scene 5). These are all things that, before the war, women would not have done. Even the world of sports was affected by the war. We learn in Scene 3 that half of all Major League Baseball players were in the armed forces. To fill in the gap, the first women's professional baseball league was formed, even though at the time, sports—and certainly professional sports—were generally considered to be for men.

4. In the play, the characters express a range of different ideas and feelings about women playing baseball; many of these ideas are shaped by the time period in which the story takes place. Georgia's father and her brother, Frankie, initially express feelings ranging from skepticism to disgust about women playing baseball. For example, in Scene 1, Frankie meanly tells Georgia "Real girls don't play in the dirt," and in Scene 5, Mr. Baskin says, "Nobody wants to watch girls try to play baseball." Their attitudes are common for the time period; as Historian 2 explains in Scene 1, in the 1940s women could not play on professional sports teams and it was very difficult for female athletes to be taken seriously. When Philip Wrigley proposes the idea of an all-female professional baseball league, his colleague, Mr. Meyerhoff, is doubtful. Meyerhoff asks, "You really think Americans want to see their girls chewing tobacco and cursing at umpires?" Meyerhoff, like the men in Georgia's family, has opinions about women in sports that are shaped by the society in which he lives. The reason Wrigley suggests the new league—and the reason Meyerhoff agrees to it and that Georgia's dad and brother eventually come around to the idea too—has to do with the time period as well; the ongoing war created a shortage of male players, so people had a reason to re-examine their beliefs about women playing baseball.

Symbolism

5. The author uses Frankie's autographed baseball mitt as a

section continues >>



When Girls Ruled Baseball cont'd

symbol of relationships between some of the characters and also as a symbol of society's changing attitudes about women playing baseball. In Scene 1, Georgia complains that her father should have given her, not Frankie, the mitt, because she is the one who loves baseball. At the end of this scene, Frankie snatches the mitt away from Georgia. In this scene, the mitt is a symbol of society's and Mr. Baskin's approval of Frankie and their—along with Frankie's—disapproval of Georgia playing baseball. The mitt also represents the friction between Georgia and Frankie at this point in the play. When Frankie goes off to war, Georgia sends him the mitt for good luck; here, the mitt symbolizes Georgia's love for her brother. At the end of the play, Mr. Baskin gives the mitt back to Georgia on behalf of Frankie, who has gotten it signed again: "To Georgia Baskin, a fellow pro. Keep playing in the dirt, Joe DiMaggio." The mitt now symbolizes DiMaggio's, Frankie's, and Mr. Baskin's respect and acceptance of Georgia as a professional baseball player, as well as Frankie's love and respect for his sister.

Plot and Structure

6. The purpose of the Historians is to provide context for the events of the play. For example, at the beginning of the play they explain that female athletes do not have many opportunities and are not taken seriously. Later, the historians explain that America has entered the war and that half of all professional baseball players have enlisted. The Historians provide historical information, whereas the Narrators describe the moment-to-moment actions of the play.

Genre

7. To write *When Girls Ruled Baseball*, Lauren Tarshis must have researched information about the All-American Girls Professional Baseball League—how and when it got started, the people involved, how the players were expected to dress and behave, etc. Tarshis must have also researched society's ideas about women in sports in the 1940s and how World War II affected the role of women in American society. In addition, Tarshis would have needed to do some research about the war—when it started, when America entered it, etc., so that details about Frankie serving in the war were accurate.

WHEN GIRLS RULED BASEBALL QUIZ

***Higher Level (HL)**

1. B (inference; R.1)
2. D (text structure; R.5)
3. A (text structure; R.5)
4. A (using context clues; R.4)
5. B (inference; R.1)
6. C (summarizing; R.2)
7. This line reveals that in 1943, society dictated that women should behave like "ladies"—which meant, at the time, that they should exhibit refined manners and behave in a reserved and sophisticated way. The line implies that Americans would have been uncomfortable watching a woman behave like a male baseball player because a male player's crude behaviors—such as cursing and chewing tobacco—would have been considered inappropriate and unappealing for a woman. (interpreting text, theme; R.4, R.3)
8. Students will likely say that Joe DiMaggio writes this to Georgia because Frankie told DiMaggio about what he said to Georgia about real girls not playing in the dirt (Scene 1). Frankie likely feels bad about the comment and wants to convey that he is proud of Georgia. By writing, "Keep playing in the dirt," DiMaggio is conveying both his and Frankie's respect and admiration for Georgia's achievements. (key ideas and details, writing informative/explanatory texts; R.2, R.1, W.2)

WHEN GIRLS RULED BASEBALL QUIZ

***Lower Level (LL)**

1. B (inference; key ideas and details; R.1, R.2)
2. D (mood, text structure; R.4, R.5)
3. A (using context clues; R.4)
4. A (character; R.3)
5. B (inference; R.1)
6. C (summarizing; R.2)
7. This line reveals that in 1943, society dictated that women should behave like "ladies"—which meant, at the time, that they should exhibit refined manners and behave in a reserved and sophisticated way. The line implies that Americans would have been uncomfortable watching a woman behave like a male baseball player because a male player's crude behaviors—such as cursing and chewing tobacco—would have been



When Girls Ruled Baseball cont'd

considered inappropriate and unappealing for a woman. (interpreting text, theme; R.4, R.3)

8. Students will likely say that Joe DiMaggio writes this to Georgia because Frankie told DiMaggio about what he said to Georgia about real girls not playing in the dirt (Scene 1). Frankie likely feels bad about the comment and wants to convey that he is proud of Georgia. By writing, "Keep playing in the dirt," DiMaggio is conveying both his and Frankie's respect and admiration for Georgia's achievements. (key ideas and details, writing informative/explanatory texts; R.2, R.1, W.2)

WHEN GIRLS RULED BASEBALL VOCABULARY PRACTICE

Answers for questions 1–4 will vary; what is important is that students explain their choices in ways that demonstrate understanding of the vocabulary words.

1. winning the lottery; Winning the lottery would make most people extremely excited; dropping your sandwich would make most people feel the opposite of elated.
2. a waiter carrying a tray full of heavy plates; It would be uncertain if a waiter could manage carrying a tray full of heavy plates without dropping the tray and shattering the plates. There is nothing uncertain or dangerous about a little boy hugging a teddy bear.
3. a grizzly bear; A grizzly bear has sharp claws and teeth and could kill you; a newborn kitten is not violent and couldn't harm anyone.
4. insulted; If someone scoffs at you, they are mocking you, which is insulting.
5. traipsed
6. fetching
7. deployed
8. dejected
9. ferocious

VIDEO DISCUSSION QUESTIONS

Part 1: Before Reading the Play

1. Answers will vary. One central idea could be: Before World War II, women were not expected to get jobs outside of the home. This idea is supported when the narrator says, "Like most American women in this time, she did not work outside the home. She did the cooking and cleaning and took care of you and your brothers and sisters." (0:48–0:54). The idea is also supported by the narration

and images during the segment about the propaganda campaign launched by the U.S. government. The narrator explains that this campaign was aimed to "change people's minds" about women entering the workforce (1:25–1:32). That a government campaign was needed to convince both women and men that women should get jobs points to the fact that it was not the norm for women to work outside of the home before World War II.

2. Women held a variety of jobs during the war. According to the video, 6 million women held "war jobs" (1:39). Women with war jobs worked in factories that produced supplies for the war—airplanes, warships, and weapons. Many other women took jobs at other kinds of factories, or worked as bus drivers, firefighters, and farmers (2:08–2:23), helping to keep the country running (2:08). Additionally, some women held jobs in professional industries such as law or medicine (2:24–2:30).
3. The purpose of the section is to show how the war changed everyday life for Americans. It shows how a woman's new job during World War II might affect other members of her family: older children might need to look after their younger siblings or other children from the neighborhood while their mom was at work because "childcare was hard to find." Children also took over other tasks for their mother, like grocery shopping. In addition, rationing limited the amount and types of items you could buy at the store. This section shows that all Americans—even children—were affected by World War II.
4. The mood of the section is hopeful and inspiring. Uplifting music plays as images of working women appear on the screen. The images show women looking proud and accomplished while doing their jobs. The narration explains that women "have felt the pride and satisfaction of learning a trade" (3:52–3:55), and that these feelings "will help fuel the Women's Liberation movement." Rousing images and footage of women protesting and holding up signs calling for equality evoke feelings of inspiration and admiration.

Part 2: After Reading the Play

5. The introduction of the video explains that in 1941, a war had been raging in Europe for more than two years. Images of soldiers fighting appear on the screen (0:17–0:22). Another image shows a large explosion on a ship

section continues >>



When Girls Ruled Baseball cont'd

as the narrator says, “But now, Pearl Harbor, a military base in Hawaii, has been attacked by Japan” (0:26-0:31). These images of war, and the explanation of how and why the U.S. joins World War II, demonstrate that the 1940s were a dark time because America—and the rest of the world—was at war.

6. The idea that some people in the 1940s believed that women were not fit to do certain activities is expressed in the play in several places. In Scene 1, when Frankie finds Georgia playing baseball, he says, “Real girls don’t play in the dirt.” With this line, Frankie is implying that girls should not play baseball because it is not “lady-like.” This idea is also expressed in Scene 3 when Mr. Wrigley and Mr. Meyerhoff discuss creating the girls’ league. Mr. Meyerhoff is skeptical of Mr. Wrigley’s idea and says, “You really think Americans want to see their girls chewing tobacco and cursing at umpires?” Mr. Meyerhoff is implying that most Americans would not see playing baseball—and the crude behaviors associated with baseball players—as appropriate for women.
7. Answers will vary. Students may say that yes, Georgia’s job did help keep the country running by helping to cheer up Americans, and maybe even offer a distraction during a tough time in America. In Scene 3, Mr. Meyerhoff says, “Sir, President Roosevelt himself told us baseball is important for Americans, especially now. Times are tough. We need something to cheer about.” Students may also say that while Georgia’s job was helpful during the war, it did not keep the country running. The jobs referenced in the video such as firefighter, mechanic, and farmer (2:04-2:23), are of greater practical importance than the job of a professional baseball player.

CORE SKILLS WORKOUT: MOOD

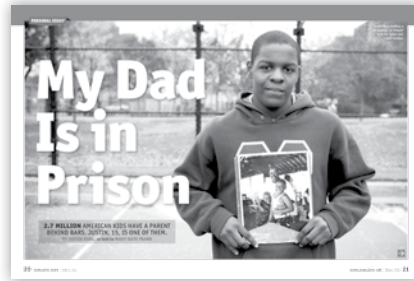
1. Georgia asks her mother quietly if Frankie will have to fight, suggesting that there’s tension around the topic and it’s difficult for her to bring it up.
2. If the stage direction were *gently* instead of *scoffing*, it might shift the mood of the moment from harsh and upsetting to gentle and caring. Students could also say that the mood would be frustrated and despairing—Georgia and her dad would still be at odds—but without the hard, bitter edge that it has with Mr. Baskin being so dismissive of Georgia’s excitement.

3. The mood shifts to anxious after Georgia excitedly calls home to tell her parents about making the team and learns that her brother has been injured in combat.
4. Students may say that the mood at the end of the play is affirming, supportive, accepting, or loving. Frankie has had his mitt signed for Georgia by Joe DiMaggio and Mr. Baskin has delivered it, showing that they both embrace the idea of women playing professional baseball and support Georgia. Mr. Baskin hugs Georgia and tells her he’s proud of her.

CORE SKILLS WORKOUT: MAKING INFERENCES

1. I can infer that Georgia must have thrown the ball hard because it hurts Jennie to catch it.
2. The fact that Georgia asks the question quietly reveals that this topic is not easy for her to bring up, probably because it worries her and because she knows it worries her mother.
3. “I don’t have the mitt anymore. I sent it to Frankie. I just hope he gets it”; “Maybe the mitt will bring him luck.”
4. Georgia may think that she isn’t going to get to try out for the team because her father seems to be against the idea of girls playing baseball, and also against the idea of Georgia traveling with a team.
5. In Scene 5, Mrs. Baskin says to Mr. Baskin, “These are dark times. Every day, the newspapers tell us just how precarious things are. If our daughter has a chance to live her dream, I want her to take it.” In Scene 6, after Georgia offers to come home because of Frankie, Mrs. Baskin says to Georgia, “No, you stay where you are. You will take this opportunity and make the most of it. Do you understand?”
6. In Scene 7, after watching Georgia play a game, Mr. Baskin says, “You were wonderful out there, Georgia” and “I am so proud of you,” suggesting that he now understands that his daughter is a talented baseball player.

“My Dad Is in Prison”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 24

Answers will vary. Here is a sample response:

The Osborne Association serves incarcerated and formerly incarcerated men, women, and their families. The services Osborne provides are necessary and valuable because a huge number of American kids—2.7 million (p. 20)—have an incarcerated parent, and those kids and their families face a lot of difficulties. For example, many kids find it difficult to get to the prison where their parent is incarcerated. As Justin Burl writes in his personal essay, his father is in a prison so far away that Justin can only visit him twice a year. One of the services that Osborne provides is transporting kids to see their parents in jail (pp. 22-23). As Liz Gaynes, president and CEO of Osborne, says in the interview on page 24, maintaining the parent-child relationship during incarceration has a “big positive effect” when parents come home after serving time in prison—and 95 percent of people in prison do eventually come home.

Providing a support system for kids with incarcerated parents is another valuable service that Osborne offers. Justin writes that he gets into a bad mood after visiting his dad (p. 22). As Gaynes comments, kids like Justin often feel angry at their incarcerated parent or blame themselves for their parent’s mistakes (p. 24). The people at Osborne, such as Justin’s friend Mr. Cortez, help kids cope with these feelings and provide strategies to help kids stay out of trouble (p. 23).

Kids with incarcerated parents also often have to deal with feeling judged by their peers. Osborne brings such kids together and introduces them to other kids going through the same thing. This allows these children to lose their feelings of shame and “blossom,” according to Gaynes.

ANSWERS TO ACTIVITY SHEETS

INTEGRATING KNOWLEDGE AND IDEAS

Note: These are answers for the version of the activity that includes the video; if you are using the non-video version of the activity, disregard the video portion of the answers.

1. Personal essay:

- 2.7 million American kids have an incarcerated parent.

Video:

- The U.S. incarcerates more people than any other country, which means that we incarcerate more parents than any other country.

2. Personal essay:

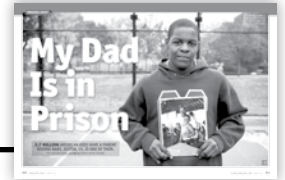
- It can be difficult to visit their parents, who may be incarcerated in prisons that are really far away. For example, Justin can only visit his dad twice a year because his dad is so far away.
- Kids may experience anger and sadness, as Justin has.

Interview:

- Kids may feel shame and stigmatization. They may feel “judged” by their peers at school. They may also feel angry at their parent or blame themselves for their parent’s mistakes.

Video:

- Kids with incarcerated parents are sometimes bullied at school.
- Kids can feel shocked and confused when a parent is incarcerated
- Kids miss their parents deeply.
- Parents are often incarcerated far away from their children so it’s hard for children to visit.
- Correction officers sometimes don’t have enough training for dealing with children who come to visit their



"My Dad Is in Prison" cont'd

parents in jail.

3. The Osborne Association serves incarcerated and formerly incarcerated men, women, and children, as well as their families.

4. Personal essay:

- It helps kids visit incarcerated parents and helps families stay connected.
- It offers a safe place for kids to go.
- It provides kids with role models, such as Mr. Cortez, with whom Justin has a close friendship.
- It provides kids with a support system.
- Justin says it helps him "stay out of trouble."

Interview:

- It connects kids with other kids in similar circumstances.
- It works with parents to help them maintain a relationship with their children during incarceration.
- It helps kids feel less isolated, stigmatized, and angry.
- It helps children "blossom."

5. Personal essay:

- Kids yearn for a relationship with their parents. Justin says, "Parents are supposed to be with you all the time."
- Seeing his dad makes Justin "so happy."
- A parent is still a parent while he or she is in jail, and can still teach their kids important lessons. Justin says his dad gives him the advice to not go down the wrong path like he did and to make him proud.

Interview:

- Maintaining the parent-child relationship during incarceration has a "big positive effect" when parents come home after serving time—and 95 percent of people in prison do eventually come home.
- Kids feel less isolated when they maintain a connection to their parents.

Video:

- If parents and children don't maintain a relationship during incarceration, a distance can grow between them. When the parent does finally come home, their children can be "gone," according to one of the girls in the video.
- The woman in the video says that visiting parents in prison minimizes the trauma of separation and helps kids understand the situation.
- Kids feel great joy when they visit their parents in person.

"MY DAD IS IN PRISON"

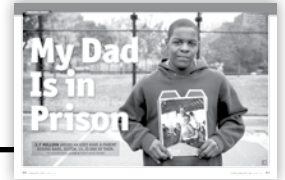
CLOSE-READING QUESTIONS

1. The byline tells you that Frank interviewed or spoke to Justin and wrote down what he told her. You can assume that she used Justin's words and made an effort to maintain his voice, but that she didn't just write down everything he said word for word, but rather edited what he said for clarity and to create a flowing article.
2. Having an incarcerated father means that Justin misses out on experiences he would like to have. He writes that his dad has never seen him play basketball, helped him study, or even sat on the couch and watched TV with him. You can infer that Justin longs for these everyday opportunities to spend time with his dad. That his father is incarcerated causes Justin to feel not just sad, though, but also frustrated and angry. Justin says that after visiting his dad, he doesn't "feel right" and engages in activities to help him deal with his emotions.
3. This section is called "My Support System" because in it, Justin talks about the Osborne Association and the people there who give him emotional support and help him make good choices in life. In this section, Justin explains that people at Osborne also give him practical support by taking him to visit his dad and helping him "stay out of trouble."
4. Justin copes with negative emotions through physical activity. He writes that when he is in a bad mood after visiting his dad, walking, swimming, or working out often helps. Justin also spends time with people at the Osborne Association who, Justin says, provide support to people with family members who are incarcerated.
5. He means that it's impossible to know what might be going on in the lives of others, so it's best to treat others with kindness.

"WHEN A PARENT GOES TO PRISON"

CLOSE-READING QUESTIONS

1. Watching her own children go through the experience of having their father go to prison inspired her to create programs at Osborne to help other kids in the same situation.
2. The reader can infer that she is a generous and caring person who is inspired to take action to solve social problems.



“My Dad Is in Prison” cont’d

“MY DAD IS IN PRISON” AND “WHEN A PARENT GOES TO PRISON” CRITICAL-THINKING QUESTION

1. Students may say that incarceration affects not just those who are incarcerated, but also their loved ones. For example, in the video, children and teenagers talk about how difficult it is to be separated from their parents and discuss the value of maintaining a relationship during incarceration. Millions of kids have incarcerated parents. What’s more, according to Gaynes, 95 percent of incarcerated persons will be released, so it’s important to help those people maintain their relationships with loved ones with whom they will eventually be reunited.

“MY DAD IS IN PRISON” QUIZ

*Higher Level (HL)

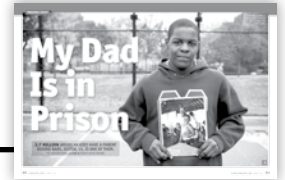
1. C (text structure; R.5)
2. C (key ideas; R.2)
3. A (text structure; R.5)
4. B (key ideas and details, vocabulary; R.1, R.4)
5. D (interpreting text; R.4)
6. C (central ideas, synthesis; R.2, R.9)
7. According to Liz Gaynes, it’s important for kids and parents to stay connected while a parent is incarcerated because children feel less isolated when they have relationships with their parents. Also, Gaynes says, maintaining a relationship during incarceration makes the transition easier when the parent comes home. Otherwise, says Gaynes, it’s like the parent is “arriving from Mars”—that is, showing up out of nowhere and seeming like a total stranger. (summarize key supporting ideas; R.2)
8. Both texts help you to empathize with children of incarcerated parents in various ways. The personal essay allows you to hear what these children’s lives are like directly from someone who is experiencing it—Justin. From the essay, you get a sense of what Justin’s day-to-day life is like, which helps you put yourself in his place and understand the emotions of being in his situation. Additionally, the details that Justin provides about things like basketball, pets, and problems with friends help you relate to Justin. If you can better relate to someone, you can more easily imagine yourself in

their shoes. The interview helps you to empathize with children of incarcerated parents by explaining some of the challenges these children face. For example, Liz Gaynes explains that children of incarcerated parents are often ashamed of their situation and worry about being judged (p. 24). Gaynes provides the example of her daughter’s friends canceling play dates after they found out her daughter’s father was incarcerated. By becoming aware of the problems that these children face, you are able to be more compassionate and understanding of their situations. (critical thinking, point of view; R.1, R.6)

“MY DAD IS IN PRISON” QUIZ

*Lower Level (LL)

1. C (text structure; R.5)
2. C (key ideas; R.2)
3. A (text structure; R.5)
4. B (vocabulary; R.4)
5. D (text features; R.5)
6. C (central ideas, synthesis; R.2, R.9)
7. Justin writes that after visiting his dad, he doesn’t “feel right” and that he goes for a walk, swims, or works out to relieve his anger. Justin may feel upset and angry after visiting his dad because it stirs up his emotions. Earlier in his essay, he states that he gets to visit his dad only twice a year. To some degree, Justin may get used to not seeing his dad—and then when he does, it makes him think about just how much he wishes his dad could be at home. Also, Justin says that going to the prison can be a scary experience—that the building is surrounded by fences and wire and that he has to pass through a metal detector on the way in. Justin may feel angry at the authorities for incarcerating his dad, or he may feel angry at his dad for whatever led to him being incarcerated. Or, Justin may just feel angry at the whole situation. (key ideas, supporting an analysis, critical thinking; R.2, W.1)
8. The personal essay helps you to empathize with children of incarcerated parents by allowing you to hear what these children’s lives are like directly from someone who is experiencing it—Justin. From the essay, you get a sense of what Justin’s day-to-day life is like, which helps you put yourself in his place and understand the



“My Dad Is in Prison” cont’d

emotions of being in his situation. Additionally, the details that Justin provides about things like basketball, pets, and problems with friends help you relate to Justin. If you can better relate to someone, you can more easily imagine yourself in their shoes. (critical thinking, point of view; R.1, R.6)

PAIRED TEXTS VOCABULARY PRACTICE

1. C
2. A
3. B
4. B
5. D
6. B
7. B; Fraternal twins do not look exactly alike and can be of different genders.
8. A; A meaningful experience is one that meant a lot to you—maybe changed you in some way, so you are probably going to think about it often.
9. B; If you have a stigma, people think negative things about you that aren’t fair. No one would enjoy that.

“VISITING THROUGH THE YOUTH LENS” VIDEO DISCUSSION QUESTIONS

PART 1: Before reading the paired texts

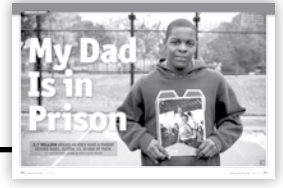
1. A central idea of the video is that children with an incarcerated parent face many challenges, but visiting their parent in prison can help them cope. The first segment of the video (0:01-0:39) in which several different children describe how they felt when their parents left for prison—angry, scared, confused—demonstrates the emotional challenge of having a parent who is incarcerated. The segment in which Travis explains how happy he is when he goes to visit his mom in prison (2:43-2:52) supports the idea that visiting an incarcerated parent can help the child feel better and cope with the situation. (Answers will vary.)
2. Family centers give a parent and child a chance to interact physically. In the video, Tanya Krupat explains that a lot of the parent-child connection is not spoken but is expressed through physical actions like tickling or playing (4:09-4:20). These family centers give parents and children a place to express and develop this part of their relationship with each other. Because Tanya

mentions that New York is fortunate to have these centers, you can infer that not all prisons have these kinds of places for families.

3. According to the video, many people have a negative view of children visiting their parents in prison. These people believe that anyone in prison must be an “unfit or bad” parent because they have committed a crime (2:25-2:42). People who hold this view conclude that it would be harmful for a child to visit a parent who is incarcerated. In reality, as the children in the video demonstrate, many children with incarcerated parents really want to visit their parents and are usually better off when they can maintain a relationship with their parents.

PART 2: After reading the paired texts

4. This idea is expressed by April, Prince, and Kasaun in the video. April explains that she didn’t tell anyone when her parents went to prison and kept it to herself (1:25-1:28), which implies that she was ashamed of her situation or worried about the judgment that she would face. Prince and Kasaun both explain that they were made fun of by other children (1:28-1:43).
5. The Osborne Association helps to prevent this kind of relationship gap from forming by giving children and their incarcerated parents the opportunity to “make, mend, and maintain” their relationships (p. 24). The programs at Osborne encourage parents who are incarcerated to “stay connected” to their children by calling or writing so that the parents do not completely lose touch with their children, and so that the children feel less isolated. This contact will help the parent and child keep their relationship alive while the parent is away, and prevent the distance from affecting the relationship.
6. According to the video and the essay, when a parent is placed in a prison that is far away from their child’s home, it makes it much harder for the two to see each other. The video explains that distance is often “the biggest barrier” between a child and their incarcerated parent (4:52). In the essay “My Dad Is in Prison,” distance creates this barrier for Justin Burl and his father. His father is placed in a prison six hours away from where Justin lives and as a result, Justin explains, he is only able to visit his father twice a year (p. 22).



“My Dad Is in Prison” cont’d

CORE SKILLS WORKOUT: TONE

1. C
2. A. straightforward and honest
B. “The guards are always watching us, and that’s frustrating. I wish we could be alone.”
3. The tone shifts to hopeful when Justin starts talking about how he goes to the Osborne Association, which is an organization that helps people with incarcerated family members. He says “the people there feel like family.”
4. Answers may include: The tone of the section “The Best Day Ever” is determined. Justin explains the advice that his father gave him, and expresses his determination to follow it while he is waiting for his father to come home.

“You Won’t Find Her on Spotify”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 27 should include some of the following points:

YES!

1. Artists do not make much money through streaming services like Spotify.
2. Streaming services may lead to less variety in the music that is produced. In the interest of getting a lot of plays on streaming sites, artists might be wary of experimenting.
3. Streaming decreases the value of music; it causes people to see music as “disposable,” as Adele’s puts it.

NO!

1. Listening to music on streaming services is much more affordable than purchasing album or individual songs.
2. Streaming sites offer a legal alternative to piracy.
3. Artists do not make most of their income on album sales. Artists may get paid little through steaming services, but there are other ways for them to make money.

ANSWERS TO ACTIVITY SHEET

“YOU WON’T FIND HER ON SPOTIFY” QUIZ

*Higher Level (HL)

1. A (key ideas and details; text structure; R.2, R.5)
2. B (vocabulary; R.4)
3. A (text structure; R.5)
4. C (literary devices; R.4)
5. D (literary devices, author’s purpose; R.4)
6. B (text evidence; analyzing an argument; R.1, R.8)
7. The author may have chosen to begin her article with the information about Taylor Swift and Adele to show that there are big-name, popular artists who oppose streaming music. The information about the stars removing their music from streaming services demonstrates how big—and how serious—the controversy surrounding streaming music has grown, and it lends legitimacy to the arguments against streaming music. The author is also likely trying to create interest in her article by mentioning popular artists with whom the reader is likely familiar. (text structure, author’s purpose; R.5, R.6)
8. Answers to the second half of the question will vary. According to the article, music streaming services could influence the kind of music that is made by discouraging artists from experimenting (p. 27). Because artists are paid only a very small sum each time a song is streamed, a song has to be streamed many times for it to make the artist a substantial amount of money (p. 27). If artists want their songs to be streamed many times, they may start to make music that they already know people will like, based on what is popular, instead of trying something new and different. If artists were to continue



“You Won’t Find Her on Spotify” cont’d

doing this, all music could eventually start to sound the same (p. 27). (reading for information, summarizing, writing explanatory text; R.1, R.2, W.2)

“YOU WON’T FIND HER ON SPOTIFY” QUIZ

*Lower Level (LL)

1. A (key ideas and details; R.2)
2. B (central idea; R.4)
3. A (text evidence; R.1)
4. C (vocabulary in context; R.4)
5. D (literary devices; R.4)
6. B (text evidence; analyzing an argument; R.1, R.8)
7. The author may have chosen to begin her article with the information about Taylor Swift and Adele to show that there are big-name, popular artists who oppose streaming music. The information about the stars removing their music from streaming services demonstrates how big—and how serious—the controversy surrounding streaming music has grown, and it lends legitimacy to the arguments against streaming music. The author is also likely trying to create interest in her article by mentioning popular artists with whom the reader is likely familiar. (text structure, author’s purpose; R.5, R.6)
8. Answers to the second half of the question will vary. According to the article, music streaming services could influence the kind of music that is made by discouraging artists from experimenting (p. 27). Because artists are paid only a very small sum each time a song is streamed, a song has to be streamed many times for it to make the artist a substantial amount of money (p. 27). If artists want their songs to be streamed many times, they may start to make music that they already know people will like, based on what is popular, instead of trying something new and different. If artists were to continue doing this, all music could eventually start to sound the same (p. 27). (reading for information, summarizing, writing explanatory text; R.1, R.2, W.2)

“YOU WON’T FIND HER ON SPOTIFY”

VOCABULARY PRACTICE

Answers will vary but should be similar to the following.

1. Jack is accustomed to being in charge.

2. Liz is fascinated by the diversity of dogs in her neighborhood.
3. The bagel shop increased its revenue this year.
4. Devin’s aunt works for a company that fights software piracy.
5. F; “Accustomed” means “used to,” and the book is about someone who is used to change.
6. D; “Piracy” is the illegal copying or use of someone else’s work.
7. A; “Grim” is a synonym for “bleak” and “dreadful.”
8. B; To revolutionize is to make a huge change and the book is about ideas that changed the world.

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

1. B
2. I chose A because it explains what streaming is, but does not address the fact that artists make less money from streaming.
3. Most artists don’t rely on sales of recorded music to make their money.
4. **Supporting detail from “The Reality”:** “We all want musicians to be fairly paid so they can keep making the music we love.”
Supporting detail from “All the Same”: “A song has to get a lot of plays if an artist is going to make a significant amount of money on it. That could discourage artists from experimenting with new sounds.”

CORE SKILLS WORKOUT: TEXT STRUCTURE

1. Answers may include: “back when,” “in the 1990s,” “by the end of the decade,” “soon,” “then came,” “a few years later”
2. The problem described is that most artists don’t make much money on their recorded music because money from album sales goes to the record companies. The solution is that artists rely on other sources of income such as concerts, appearances, and products.
3. Answers may include:
Possible Effect: Artists limit themselves to making the kind of music they know people already like.
Possible Effect: For financial reasons, artists may become afraid to experiment with new sounds.
Possible Effect: All music could start to sound the same.

section continues >>

“You Won’t Find Her on Spotify” cont’d



4. Answers may include: The author uses a list. She lists several streaming services, then describes how they work. The author also uses cause and effect, explaining that many people don't download music anymore because they can stream it for free. She also compares streaming to downloading in terms of both cost to the user and profit for the artist.

"Look What I Made!"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

LEVEL 1

1. In the quiet countryside of ~~England's~~ **England's** Wiltshire county stands one of the biggest mysteries in human history: Stonehenge. In a field amid rolling green hills, some 100 massive gray pillars jut up against the sky. ~~Its~~ **It's** a strange sight to behold. The pillars weigh up to 45 tons; some stand as tall as a two-story building. These pillars have been here for at least 4,000 years. (~~That's~~ **That's** older than some Egyptian pyramids.) Nations have risen and fallen, wars have been fought, plagues have wiped out entire villages—and still Stonehenge has endured.
2. But what is Stonehenge exactly—and how did it get there? The answers are shrouded in mystery. Was it built by giants and spirited across the sea by the wizard Merlin, as one medieval legend claims? Did the ~~ancient's~~ **ancients** use the stones to observe the movement of the stars and predict the changing of the ~~season's~~ **seasons**? Was it a sacred place of healing? Was it a temple for the dead? Or, perhaps best of all, was it built by aliens as a landing pad for their spaceships?
3. Each of these explanations has been proposed at one time or another, but the truth of Stonehenge remains stubbornly elusive. (It's safe to say that aliens and ~~wizard's~~ **wizards** had nothing to do with it, though.) For centuries, scientists have been studying and researching Stonehenge. One of the most curious mysteries they are exploring today has to do with the way the pillars are arranged. The center stones perfectly frame the rising sun at the summer solstice (the longest day of the year) and the setting sun at the winter solstice (the shortest

day of the year). Scientists are also looking into the question of *how* the pillars got there in the first place. These ~~pillar's~~ **pillars** are, after all, gigantic.

4. The stones are arranged in two circles, one inside the other (see inset). Experts believe the outer stones came from a site about 20 miles away. The inner stones, known as bluestones, are believed to have come from southwestern Wales, some 140 miles away. (It would take about 2 ~~day's~~ **days**—without stopping to rest or sleep—to walk that distance.) Each bluestone ~~weigh's~~ **weighs** about 2 tons. How could ancient humans have moved such enormous stones across such a great distance? They had no modern equipment—no tools or trucks or cranes. They didn't even have the wheel!
5. One possibility is that ~~team's~~ **teams** of men and oxen dragged the stones over land. It's also possible that the stones were floated on rafts for part of the journey. Either way, it would have been painstaking, grueling work. It's possible that it took centuries to move all the stones.
6. Researchers are continuing to make new discoveries all the time. For example, they have found evidence of shrines, buildings, and burial sites throughout the area. But although we are learning more as new ~~discovery's~~ **discoveries** are made, there is much about Stonehenge that we still don't know. In truth, we may never unlock all of ~~Stonehenge's~~ **Stonehenge's** secrets. Those who built it had no written language, after all—and the stones aren't talking.

LEVEL 2

1. In the quiet countryside of ~~England's~~ **England's** Wiltshire county stands one of the biggest mysteries in human history: Stonehenge. In a field amid rolling green hills,

section continues >>



"Look What I Made!" cont'd

some 100 massive gray pillars jut up against the sky. **It's** a strange sight to behold. The pillars weigh up to 45 tons; some stand as tall as a two-story building. These pillars have been here for at least 4,000 years. (**That's** older than some Egyptian pyramids.) Nations have risen and fallen, wars have been fought, plagues have wiped out entire villages—and still Stonehenge has endured.

2. But what is Stonehenge exactly—and how did it get there? The answers are shrouded in mystery. Was it built by giants and spirited across the sea by the wizard Merlin, as one medieval legend claims? Did the **ancient's ancients** use the stones to observe the movement of the stars and predict the changing of the **season's seasons**? Was it a sacred place of healing? Was it a temple for the dead? Or, perhaps best of all, was it built by aliens as a landing pad for their spaceships?
3. **Each of these explanations has been proposed at one time or another, but the truth of Stonehenge remains stubbornly elusive. (It's safe to say that aliens and wizards had nothing to do with it, though.)** For centuries, scientists have been studying and researching Stonehenge. One of the most curious mysteries they are exploring today has to do with the way the pillars are arranged. **The center stones perfectly frame the rising sun at the summer solstice (the longest day of the year) and the setting sun at the winter solstice (the shortest day of the year).** Scientists are also looking into the question of *how* the pillars got there in the first place. These pillars are, after all, gigantic.
4. **The stones are arranged in two circles, one inside the other (see inset).** Experts believe the outer stones came from a site about 20 miles away. **The inner stones, known as bluestones, are believed to have come from southwestern Wales, some 140 miles away. (It would take about 2 days—without stopping to rest or sleep—to walk that distance.)** Each bluestone weighs about 2 tons. How could ancient humans have moved such enormous stones across such a great distance? They had no modern equipment—no tools or trucks or cranes. They didn't even have the wheel!
5. One possibility is that teams of men and oxen dragged the stones over land. It's also possible that the stones were floated on rafts for part of the journey. Either way,

it would have been painstaking **and grueling** work. ~~And also grueling.~~ It's possible that it took centuries to move all the stones.

6. Researchers are continuing to make new discoveries all the time. For example, evidence of shrines, buildings, and burial sites **has been found** throughout the area. **But although we are learning more as new discoveries are made, there is much about Stonehenge that we still don't know.** In truth, we may never unlock all of Stonehenge's secrets. Those who built it had no written language, after all—and the stones aren't talking.

LEVEL 3

Some answers will vary.

1. **In the quiet countryside of England's Wiltshire county stands one of the biggest mysteries in human history: Stonehenge.** In a field amid rolling green hills, some 100 massive gray pillars jut up against the sky. It's a strange sight to behold. The pillars weigh up to 45 tons; some stand as tall as a two-story building. These pillars have been here for at least 4,000 years. (**That's** older than some Egyptian pyramids.) **Nations have risen and fallen, wars have been fought, plagues have wiped out entire villages—and still Stonehenge has endured.**
2. **But what is Stonehenge exactly, and how did it get there? The answers are shrouded in mystery.** Was it built by giants and spirited across the sea by the wizard Merlin, as one medieval legend claims? Did the ancients use the stones to observe the movement of the stars and predict the changing of the seasons? **Was it a sacred place of healing?** Was it a temple for the dead? **Or, perhaps best of all, was it built by aliens as a landing pad for their spaceships?**
3. **Each of these explanations has been proposed at one time or another, but the truth of Stonehenge remains stubbornly elusive. (It's safe to say that aliens and wizards had nothing to do with it, though.)** For centuries, scientists have been studying and researching Stonehenge. One of the most curious mysteries they are exploring today has to do with the way the pillars are arranged. **The center stones perfectly frame the rising sun at the summer solstice (the longest day of the year) and the setting sun at the winter solstice (the**

section continues >>



“Look What I Made!” cont’d

shortest day of the year). Scientists are also looking into the question of *how* the pillars got there in the first place. These pillars are, after all, gigantic.

4. **The stones are arranged in two circles, one inside the other (see inset).** Experts believe the outer stones came from a site about 20 miles away. **The inner stones, known as bluestones, are believed to have come from southwestern Wales, some 140 miles away. (It would take about 2 days—without stopping to rest or sleep—to walk that distance.)** Each bluestone weighs about 2 tons. How could ancient humans have moved such enormous stones across such a great distance? They had no modern equipment—no tools or trucks or cranes. They didn’t even have the wheel!
5. One possibility is that teams of men and oxen dragged the stones over land. It’s also possible that the stones were floated on rafts for part of the journey. Either way, it would have been painstaking **and grueling** work. ~~And also grueling.~~ It’s possible that it took centuries to move all the stones.
6. Researchers are continuing to make new discoveries all the time. For example, evidence of shrines, buildings, and burial sites **has been found** throughout the area. **But although we are learning more as new discoveries are made, there is much about Stonehenge that we still don’t know.** In truth, we may never unlock all of Stonehenge’s secrets. Those who built it had no written language, after all—and the stones aren’t talking.

ANSWERS TO ACTIVITY SHEETS

DO YOU NEED THAT APOSTROPHE?

1. D
2. A
3. C
4. B
5. B
6. C

Dear Pete and Pat,

I hope you are having fun at your **grandma and grandpa’s** house. Marcus, Martin, May, and I are spending the **holidays** at home, finishing **Mom’s** huge list of **chores**. She told us to clean our rooms, so May tidied my side of our room and I cleaned **hers**. I must say, it is nice to have everything so neat and organized. Even the **cats** seem to enjoy it. They have been hanging out in our room ever since we cleaned it.

Marcus and Martin’s room is still a complete mess—though they have found some interesting stuff in there. Martin found **Marcus’s** project from last **year’s** Invention Convention. Marcus discovered **Martin’s leftovers** from the pizza party we had three months ago. The **boys** also finally found those DVDs you lent them. I am sad to say that most of them were scratched or broken.

That is all my news for now. Call us when you get home!

Love, Mercy

FRAGMENT FIX

1. F
2. S
3. F
4. F
5. F
6. F
7. S
8. S

Answers will vary, but should be similar to:

There are more than 2,700 different kinds of snakes. The largest and strongest is the python, which can grow up to 33 feet long. Even though pythons don’t chew, they can eat large prey. A python can swallow a whole goat because it has a special kind of jawbone that allows it to open its mouth very wide.

section continues >>



“Look What I Made!” cont’d

PARENTHESES PRACTICE

1. The movie set a box office record (almost \$300 million) on its opening weekend.
2. Eliza moved to a small town in Alaska (population 1,200).
3. My dad says that Michael Jordan was the all-time best basketball player. (But could Jordan pass like LeBron James?)
4. Dr. Seuss (his real name was Theodor Geisel) added the “Dr.” to his name because his father wanted him to become a medical doctor, not a writer.
5. One of the birds (Penny, not Twitter) escaped this morning from its cage.
6. Mrs. Martin couldn’t believe how much the bakery charged her for the cake (\$55).
7. Answers will vary.

COLON OR SEMICOLON?

1. Mrs. Addison works all day at the bank; in addition, she takes classes in the evening.
2. There’s something you should know about playing “hide-and-seek” with Ali: She always hides under the bed.
3. I brought everything I needed to the swimming pool: my bathing suit, a towel, sunscreen, and snacks.
4. Cleo stayed up past midnight; as a result, she could barely keep her eyes open during algebra the next day.
5. I have not read the Hunger Games books; however, I did see the Hunger Games movie.
6. second sentence
7. first sentence
8. first sentence